Middlebury College

Your Family and Middlebury

SPRING
1963

The Stratton Era 1943
1963

THE WHITE HOUSE

WASHINGTON

March 9, 1963

Dear Dr. Stratton:

As you retire from Middlebury College, I want to extend to you my own appreciation for the outstanding educational leadership which you have given as President for more than twenty years. During your long term of office, we have seen Middlebury College grow in both stature and influence. Middlebury College has retained and strengthened its role as one of our Nation's outstanding liberal arts colleges. You have been able to preserve the unique qualities of a small college while at the same time absorbing new educational missions. Your abilities have added greatly to the high respect in which Middlebury College is held.

I am delighted to add my own tribute and thanks for both your educational and public services and to express the hope that your future activities will prove personally satisfying and rewarding.

Sincerely,

Dr. Samuel S. Stratton
President
Middlebury College
Middlebury, Vermont

Speaking on behalf of the Association of Colleges in New England, President Victor L. Butterfield of Wesleyan University said of Dr. Stratton: ". . . When you came to the presidency in 1943 Middlebury already had a fine reputation as one of America's stronger liberal arts colleges. She has achieved even greater reputation and distinction under your leadership. May I assure you that as far as your peers are concerned your service and contribution as President of Middlebury have been significant and abiding. May these attributes also mark your satisfaction in retirement with a job well done."

President-elect and Mrs. James I. Armstrong spent the weekend of April 20 on the campus. They will move into the President's House at 3 South St. in the fall when President Stratton retires. In early April readers of YOUR FAMILY AND MIDDLEBURY were sent a special issue of our parents magazine announcing Dr. Armstrong's election as the 12th President of Middlebury College. This issue noted that Professor Armstrong "will bring to Middlebury an outstanding record of scholarship, a wide experience in administration and demonstrated capacity for educational leadership."

Following the April meeting of the Board of Trustees it was announced that Dr. Stephen A. Freeman will become Vice President and Professor Emeritus on Sept. 1, 1963. However, he will continue as Director of the Language Schools. Dr. Freeman has been a member of the Middlebury Faculty for the past thirty-eight years.

President Stratton has announced an anonymous gift of $266,500 to establish an endowed Professorship. This new endowed chair will be known as the Jean Thomson Fulton Professorship of Modern Languages and Literature.

Five members of the Class of 1963 have won Woodrow Wilson Fellowships for first-year graduate study and two other seniors received honorable mention. Each Fellowship covers tuition and fees for a year at the graduate school of the Fellow's choice, plus a stipend of $1,500 and a dependency allowance. Winners of the Fellowships and their fields of study are: Robert K. Wright, Mathematics; Elizabeth A. Cooper, English; Mary J. Robson, English; Samuel F. Orth, Jr., Russian; and, Ann P. Shumann, Psychology. Honorable mention, which will undoubtedly lead to alternate awards from universities or other sources, went to Patricia E. Gay, Psychology, and to Elizabeth M. Meier, French.

VERY LATE NEWS: When Dr. Stratton retires as President on Sept. 1 he will become Vice President for Education of Prentice Hall, Inc., publishers. In addition to his duties in the Prentice-Hall's program in research and development in education, Dr. Stratton will serve as consulting director of the New York Institute of Finance, a recently acquired subsidiary of Prentice-Hall. He will continue to make his home on South Main Street in Middlebury.

Your Family and Middlebury

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The Stratton Era

History is a fascinating subject. Historians writing about Middlebury College will find much to record when they study the period from 1943 to 1963.

Only the year on the calendar makes it possible to realize that twenty years have passed since the Trustees of the College made Samuel Sommerville Stratton the eleventh president of Middlebury.

The nation was in the midst of World War II when he took over the presidency of the College on January 1, 1943. And Middlebury's future was not bright. The tone of the College's situation was noted in a statement by Dr. Stratton in his early days "on the Hill" when he said: "Many small colleges have closed their doors in this past year. Middlebury could also become a casualty of wartime economy. The College will not close its doors nor will it become so financially weakened as to impair its academic standing. Such catastrophes will be averted because Alumni, together with the faculty and the administration, will summon the necessary energy, resourcefulness and spirit of willing sacrifice not only to guarantee healthy survival but to lay the foundation for physical, intellectual, and spiritual growth in the post-war years."

The enrollment of Middlebury in the opening days of 1943 consisted of only seventy-two men and two hundred and seventy-five women. The solution of maintaining a proper enrollment at the College was solved by President Stratton on April 3, 1943, when through his efforts Middlebury was selected by the U. S. Navy to participate in the Navy V-12 Training Program, and five hundred men were assigned to Middlebury for instruction to be given by the regular faculty of the College.

President Stratton receives an award for the excellence of the College's wartime Naval Training Program.

In the first years of his administration, Dr. Stratton was faced with major responsibility for nearly doubling the teaching staff. At the same time he had to acquire and build a whole new administrative team, with one exception, Dr. Stephen A. Freeman, whom he appointed as Vice President. For the most part, the solid core of the faculty and administration still serving the College from those appointed in the early years of his administration gives some evidence of his insight and judgment.

The challenges facing the President in the mid-1940's at Middlebury were great. During the war years every economy had to be practiced. The Faculty were teaching many courses many hours per week. Then with the end of the war in 1945, the postwar flood of students was such an inundation that there was little opportunity for orderly long range planning. The early postwar years were years of ingenious improvisation. How to acquire a staff to take care of a greatly

increased student body? How to provide the physical facilities for the new size of the student body on a campus that in all respects was geared to an enrollment of eight hundred students? How to maintain a reasonable semblance of the direction and purpose which was the stamp of Middlebury College throughout its history in the midst of these changes? All these problems required flexibility, ingenuity and quick judgments. These were exciting years because the President, with the Board of Trustees, decided to accept the challenge of postwar growth.

A total of 5,147 degrees will be signed by Dr. Stratton during his twenty years as president. Between 1802 and 1942, 5,290 degrees were issued by the College.

THE "Stratton Era" was a period that called for leadership that was willing to take a chance, and that could move decisively and rapidly. One of the facets of the President's personality has been his relishing a challenging problem. A favorite adage of his is that times of crisis are also times of opportunity, and he had the knack of converting the one into the other. For example, if ever the process of education was limited by the physical aspects of the College it was in 1946. The problem was an "enrollment explosion," with about twice as many students seeking admissions as even emergency accommodations could take care of. For once the physical facilities temporarily assumed more importance than the faculty list or curricular refinements, although few critics of higher education will dispute the fact—under normal times—that only a great faculty can make a great college. Finding or improvising quarters for new faculty, single and married veterans, making space for additional classes or larger classes, and enlarging student dining halls, became the major issues. President Stratton and his staff quickly found a solution to these physical problems, and before the winter of 1946 set in on the campus the effects were noticeable. Without his tireless efforts the enrollment of Middlebury would have been smaller in the late 1940's and the operation of college facilities less even.

The years 1950–1955 covered a period of appraisal and planning. By 1949, the G.I. enrollment wave had reached its crest and began to subside. In another year or two the Korean War was to have an effect on student enrollments. The first half of the 1950's, then, provided an opportunity for the staff of the College to take stock account and to assess where they had come and where they were heading. Growth in size had posed the physical needs of Middlebury. Not only the physical plant, but also the program of the College and the financial resources, actual and potential, came under scrutiny. And from these analyses, made in the early fifties, the directions of the College were perceived more clearly and its needs recognized. The reconstruction of Starr Hall and the first permanent construction in the postwar period—the World War II Memorial Field House—began a program of plant development that has transformed the campus in the past fifteen years. At the same time in the first five years of the 1950's, the task of bringing the attention of the outside world to Middlebury College and marshalling the enthusiasm and support of those already interested in the College proceeded apace.

During the past twenty years, President Stratton has been at his desk on the third floor of Old Chapel almost daily, with only two "leaves": for a year, 1952–53, he left Middlebury to serve the Government as Director of the Point 4 Technical Cooperation Administration in Saudi Arabia and Yemen, and in the summer of 1960 he made an intensive tour of the Far East. But anyone familiar with the workings of a college president's office knows that even during such "leaves" the titular head is not relieved of all responsibilities.

IN the fourteen decades preceding Dr. Stratton's arrival, less than nine thousand students had been registered at Middlebury; in the two decades of his administration 7,787 had been enrolled. From 1802–1942, 5,290 had received baccalaureate degrees;—Commencement this June will bring the number of degrees for the past twenty years to a total of 5,147.

Discussing plans in the Old Chapel Room for the Wright Memorial Theatre which was completed in 1958.

OTHER HIGHLIGHTS of the twenty years of the administration of President Stratton include:

Eight major buildings have been added to the physical plant and the plant assets (representing land, land improvements, buildings, and equipment) have risen from $2,730,511.54 to $8,943,630.17, this latter figure is as of June 30, 1962 and does not include the Arthur M. Brown Swimming Pool, Neil Starr Lodge at the Snow Bowl, and extensive renovations in the Recitation Hall and Warner Science Building. Commenting on the increase of the College's physical plant, President Stratton said: "Of the new additions to our buildings that have been of particular satisfaction to me are the wings added, and renovations made, at the Egbert Starr Library. The Library now makes available to our students thousands of books placed on open shelves to make them easily available. The intensive use of this building has been a tribute to the people whose contributions made it possible and to our student body."

The Faculty has increased from sixty-five to more than one hundred, and faculty salaries have risen 153 per cent.

Enrollment has increased from 780 to 1,317.

Operating budget has grown from $424,716 to $3,824,840.

Endowment has soared from $4,764,780 to $11,313,476.

A Russian School and Institute of Soviet Studies have been added to the Summer Language Schools of French, German, Spanish, and Italian. And Middlebury Graduate Schools have been established in France, Germany, Spain, and Italy.

THROUGHOUT the past two decades, the College's curriculum has been adjusted to the changing world.

A Fine Arts Department was created.

A teacher training curriculum was made possible by a $111,500 grant from the Ford Foundation which had previously conferred a total of $549,500 on the College for other purposes, including faculty salaries.

The past two decades witnessed a great increase in Alumni support of the College with the Alumni Fund reaching its goal each year. The Development Program initiated in 1954 has raised $5,247,726.08 for the College (as of March 1, 1963). And the Parents' Fund of the past few years has helped greatly in the support of Middlebury's aims.

During his administration, gifts and grants to Middlebury totaled $10,627,050.48.

In the lists of extra-curricular activities, the record in men's sports is gratifying. More than ninety per cent of the men participate in some type of sport. A new

The Egbert Starr Library assumed its proper place as the heart of the College in 1962 when a $1,350,000 expansion and renovation program was completed.

President Stratton leading academic procession to the World War II Memorial Field House where Commencement has been held every June since 1949.

program of intramural competition has been introduced, and a greatly improved program of varsity and freshman competition is proving its value.

The College Snow Bowl has been developed into the finest recreational collegiate skiing area in the nation. Middlebury ski teams have consistently won championships on the national and sectional levels.

IF ANYONE in the war years of 1943 had dared to let his imagination play over the possibilities for growth of Middlebury during the administration of a new president, even the less cautious visionary could scarcely have begun to predict what the twenty years have produced.

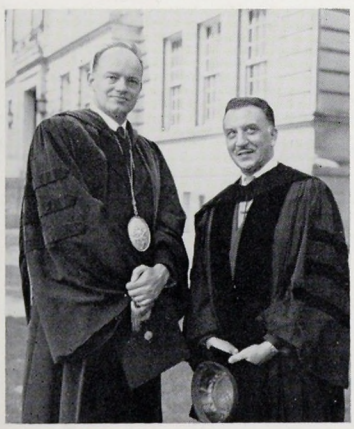
A college cannot be any greater than its faculty and student body. During the twenty years that Dr. Stratton has been at Middlebury, a distinguished faculty has provided the superb teaching which has become a Middlebury trademark. Certainly the historian will have to make note of this very important postwar contribution to the College's great academic success.

Middlebury also has continued to be a leader among small colleges in maintaining the high quality of the student body through a selective admissions policy. In the fall of 1962, for example, seventy-two per cent of the new freshmen came from the top quarter of their secondary school graduating classes. Middlebury's interest in high academic achievement also has been emphasized by the four-year honors program instituted by the College.

Into two decades President Stratton has compressed a growth in quality and quantity more equivalent to what eight decades had previously brought the College. The foundation laid by other presidents before him and his choice of faculty and administrative members have been large factors in the steady progress, but in the last analysis, the credit and the honor must go to the President. Moreover, he is still with us. Characteristically, in his last months as president, he still plans and thinks of Middlebury's future.

His interest in the future of the College was noted last spring in the issue of YOUR FAMILY AND MIDDLEBURY devoted to "The Middlebury of Tomorrow," when he wrote: "in our planning for the next ten years we cannot rest on our laurels, but in the desire to meet new conditions we should not contemplate a Middlebury so changed in spirit and values as to be unrecognizable. There is nothing happening in the world which can reduce the importance of liberal education. There is nothing brewing that should reduce our desire to provide on our historic and beautiful campus a valued experience for young people selected on the basis of character, intelligence, and desire for self-improvement. No perspective for the future can exclude our awareness of the need for mutual respect between a faculty member and student. No blueprint can be acceptable unless it gives recognition to the sharing on this campus of a common high purpose. I would also hope that our plans would never preclude an understanding of the place of extra-curricular activities and physical development. Surely these have a role in the preparation of our young men and women for their post-college careers.

President Stratton with President John S. Dickey of Dartmouth at the time he conferred the honorary Doctorate of Laws upon him at Dartmouth's 181st Commencement. Dr. Stratton was cited for his achievements at Middlebury College.



IN SHORT, in the next decade we must do whatever is possible to intensify the spirit of learning and intellectual inquiry in our college community, but we must do so without sacrifice of a wholesomeness and friendliness and respect for individual differences and interests which have been characteristic of our total environment over many years."

As President Stratton looks to the future accomplishments of Middlebury, the past decades in which so many of earlier visions have borne fruit, undoubtedly have been ones which fill him with quiet satisfaction. However, today he is convinced that the College's growth in quality will continue through the years and that Middlebury's position of eminence will still be unchallenged when the College observes its 200th birthday in the year 2000. END

Dr. John G. Bowker
Dean of the Faculty

The Faculty Looks at the College

When President Stratton took office twenty years ago the College was faced with new responsibilities due to America's entrance into World War II. I recall a serious meeting between department chairmen and our new President when it was announced that Middlebury had been assigned a Navy V-12 unit. Fear was expressed that we would be obliged to set our sights lower to accommodate these trainees. Several members of the Faculty (Professors Llewellyn Perkins, Swett, White, Voter) recalled the S.A.T.C. experiences of World War I.

But Dr. Stratton admonished us to exert every effort to insure that academic standards not be lowered and that the Faculty hold securely to its purpose. Minor changes the following year removed the requirement of the senior year comprehensive examination and with careful advising it became possible to obtain an A.B. degree (a War Degree, it was called) in seven and in some cases, six semesters, but otherwise Group and Major requirements to provide balance between breadth and depth were maintained very much as they are today.

The trend toward an imbalance between men and women was already in evidence in 1942-43 when the enrollment totals showed 357 men and 431 women. By 1944–45, regularly enrolled civilian men numbered but 71. The number of women had jumped to 520 and we were therefore able to maintain a full complement of courses in every department though the emphasis was on mathematics and science. Several non-science Faculty members took brief refreshers in physics and mathematics and with an amazing demonstration of the genuine character of their strong liberal arts backgrounds they proved to be competent and effective science teachers in the Navy V-12 basic courses.

The year 1945–46 saw the influx of veterans who returned to College to complete their interrupted studies or, under their privileges as veterans, to embark on a program leading to a degree. They asked few favors and plunged into their work seriously and earnestly. Once again we had time to study and define objectives. Dr. Stratton appointed an Educational Policy Committee of the Faculty to give careful consideration to the educational objectives of the College and to propose matters of legislation to the Faculty whereby these objectives could be best achieved. So that this review may serve to record the major curriculum changes which have strengthened the educational program under President Stratton and enabled Middlebury to maintain its role as a strong Liberal Arts College in our times, I have asked Chairmen and members of the Faculties of the four divisions to summarize the adjustments that have been made in their respective areas. Their statements indicate clearly that Middlebury's significant progress during the past two decades has not been confined to the physical plant.

President Stratton greets prominent educators in 1959 upon their arrival for campus phase of curriculum study. Left to right are Dr. Stratton, Dr. James F. Cusick of Dartmouth College, Dr. Jacques Barzun of Columbia University, and Dr. Hunter Kellenberger of Brown University. This group participated in Middlebury's long-range curriculum evaluation program.

THE HUMANITIES DIVISION

PROFESSOR JOHN T. ANDREWS

DURING Dr. Stratton's twenty years there have been significant changes within the Humanities Division. Most notable has been the establishment of the Department of Fine Arts under the guidance of Professor Arthur Healy. Prior to Mr. Healy's appointment to the Faculty in 1943 the courses in Fine Arts were few in number and they were part of the English curriculum. Today Fine Arts is an independent department, it has a staff of three, it provides a major, and has its own building (Carr Hall, 1951).

Likewise, the Department of Drama has expanded under the leadership of Professor Erie Volkert. After the disastrous fire which destroyed the old theatre on Weybridge Street in 1953, plans were launched which resulted in the new Wright Memorial Theatre, completed in 1958. At present the Drama Department provides a major with a full complement of courses and an increased staff. The Department enjoys an enviable reputation in Drama Production.

Two years ago, following some experimentation by the late Professor Richard L. Brown and Dr. Paul Cubeta, the basic English course for Freshmen was radically revised. Traditionally this course has been an historical survey of English literature from the time of Beowulf and Chaucer down to the present. Now the scope of the course has been extended to include other literatures, but the number of different works studied has been reduced. Extreme breadth has given way to depth. Major works are read more closely and completely. The approach is analytical and critical and a greater amount of writing is required of the students.

The Department of Religion also has come into being and grown. When Professor Charles Scott joined the Faculty in 1951 he was the sole member in Religion, and only one full course was offered. Previously a year course in Old Testament and the Gospels had been given under the English Department. In 1954 another man was added to the Religion staff and today the equivalent of four full year courses are available. The staff of the Philosophy Department has more recently been increased to three men providing far greater opportunity for the exchange of ideas.

Mention should be made of an experimental course in Humanities which was inaugurated in 1947 under the direction of Professor Brown of the English Department. This was an interdisciplinary enterprise, a joint effort in which staff members from the departments of Fine Arts, Music and Philosophy participated. The enrollment was restricted to a small number of upperclassmen from the science divisions. This course met with some measure of success. However, after five years it was discontinued. It was evident that to put a course of this kind into large scale operation would require substantial additions to the teaching staff which could not be undertaken at the time.

The President

1963

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THE LANGUAGE DIVISION

PROFESSOR STEPHEN A. FREEMAN

WITH the constant support and encouragement of President Stratton, the Language Division has grown stronger and more effective in the past twenty years. One of his first acts in 1943 was to create a department of Russian and appoint Dr. Mischa Fayer as its head. From modest beginnings, the Department now has 147 students and three staff members. Two years later, the Russian Summer School was added to the other six; and the enrollment has grown to over a hundred advanced students already able to converse in Russian. In 1958, the Institute of Soviet Studies was also added, aided by a grant from the Rockefeller Foundation, and 35 advanced students attended this last summer.

To modernize and centralize the equipment of a laboratory which I began as early as 1929, Hillcrest dormitory was converted into the Language Lab-

oratory, and it has been steadily expanded and improved. The up-to-date laboratory methods now in use by all the departments, including the Classics, have greatly improved the quality of work done in the elementary and intermediate language courses. The need continues to increase, however, and President Stratton has aided and encouraged the now approved plans for a new Language Center. Another important facility now being constructed beside the Chateau is the Cecil Allen Language Dormitory, which this fall will provide Language Houses for groups in Spanish, German and Russian, housed heretofore in unsatisfactory cottages.

Following the retirement of Dean Raymond White, the work in Classics almost disappeared. But with the wise backing of President Stratton, Professor Harris came to Middlebury from Stanford and has succeeded in rebuilding that department, so basic to all humanistic studies. It is now staffed with two full-time teachers, and has an enrollment of 37 in Latin and 19 in Greek, in seven courses reoriented to today's student needs.

President Stratton's advice and encouragement were also indispensable when, in 1949, I initiated the Graduate School of French in France, followed at intervals by Schools on the same pattern in Madrid, Mainz, and Florence. These schools now graduate over 150 students with the Middlebury Master's Degree yearly; and the program is still unique among American colleges. He has also shared with me much earnest consideration of adding instruction in the non-Western languages, both in summer and winter.

Professor Russell G. Sholes

THE SOCIAL SCIENCE DIVISION

Just prior to Dr. Stratton's arrival a regrouping of the departments of instruction into divisions had been accomplished. The President has made effective use of these divisions in the planning of curriculum improvements. He has been able to channel early discussions of proposals he wished to initiate through the divisions to the Curriculum Committee. A proposal having the support of the divisional faculty of the department involved and the Curriculum Committee usually has been readily supported by the Faculty as a whole.

In 1943 this Division was structured approximately as it is now: Economics, History, Political Science, Psychology, Sociology-Anthropology and Teacher Training. Contemporary Civilization was eliminated in 1962 and Education was separated from Psychology in 1959. We have no Education Department today. Complete reports on the lengthy debates on C.C. and Teacher Training have appeared on the Faculty Pages of recent issues of the Your Family and Middlebury.

Only one of the eleven Faculty members in this Division in 1943 is presently teaching at Middlebury. The class enrollment then was 2,577 registration hours. Twenty years later this figure has jumped to 4,560 and the Faculty has been increased to twenty-three. The student-faculty ratio is lower, there are fewer large classes and the junior and senior year offerings have been enriched.

The Division has spent a great deal of time in recent years correlating its offerings. One such study carried the motion for the demise of Contemporary Civilization to the Faculty. Each department has been strengthened by the addition of teachers and has raised requirements and standards for its major.

The Economics Major has become both stronger and more closely integrated during Dr. Stratton's term of office. The Principles course of earlier years is now supplemented by the requirement of one semester of Statistics and one of Accounting to provide an adequate collection of "tools" with which to undertake advanced work. All majors are now required to take a junior-level course in the Theory of the Firm. This area of Theory formerly ended with the Principles course. The entire area of National Income Economics has come to the Middlebury curriculum since Dr. Stratton's arrival and the course requirements for the

major have been changed to include it through "the National Economy," a junior-level course of two semesters. The Comprehensive Examination is now preceded by Independent Study projects designed to broaden and deepen the student's understanding of the field.

Two major developments have characterized the History Department during the past twenty years. The first is the building of a well-qualified staff illustrated by the training and competence in their various fields of the present staff. The second is the adjustment of the Departmental offerings to the changing needs of good undergraduates. The Department's most recent revision includes a new freshman course in European History designed to meet a higher level of articulation with secondary school training, a series of pro-seminars for juniors, a junior year comprehensive examination, the introduction of a senior thesis for qualified majors, and a new two-semester course in African History.

The Political Science Department has increased in size from two to four Faculty members during President Stratton's tenure at Middlebury thus being able to expand and improve its offerings. Averaging about a hundred over the past few years, majoring in Political Science is extremely popular with this generation of students. In the Department's courses there is an increased emphasis on human behavior in politics at the expense of the traditional structural approach to the study of government.

The Psychology Department has undergone marked changes in staff, in educational philosophy, and in facilities under Dr. Stratton's presidency. In 1952, Chairman Frank Howard, who had served the College since 1915, retired. Dr. John Valentine then served as Chairman until his resignation in 1956 when Dr. Albert H. Ewell was appointed chairman. In 1959 the Psychology staff, previously two full-time men, was increased to three.

The curriculum in Psychology has undergone three complete revisions in the last dozen years, and in each revision greater emphasis has been placed on the contribution of psychology to the scientific study of behavior. Laboratory work has been introduced and emphasized as part of the curriculum. College physical facilities devoted to Psychology have been remodeled and improved to accommodate the increased emphasis on undergraduate laboratory work and independent research by Honors candidates and other advanced students.

The effects of these changes are manifest in many ways. They are most marked in the greatly increased numbers of Psychology majors who go on to graduate schools.

Sociology has expanded its offerings in Anthropology and emphasizes the development and modification of personality in the problem areas of the society and culture.

Each department has a balanced and broadly integrated Independent Study program which considers students who will not proceed beyond the A.B. as well as the increasing numbers who are looking ahead to graduate school. The twenty-year change most evident in this Division during Dr. Stratton's administration has been the increase in staff both in numbers and qualifications so that we have been able to challenge good undergraduates and adapt our instruction to their changing needs.

President Stratton joins with Professor Hitchcock in breaking ground for a Greenhouse addition to Warner Science.

Dr. Stratton poses at the controls of the shovel prior to the breaking of ground for the wings to the Egbert Starr Library. Looking on are Egbert C. Hadley and Leon S. Gay, members of the Board of Trustees.

THE NATURAL SCIENCE DIVISION

PROFESSOR GRANT H. Harnest

"NOTHING is constant but change" perhaps best describes the attitude of the whole Natural Science Division under the two decades of President Stratton's administration. Contemporary developments in science have created a general ferment felt in varying degrees by the several departments of this Division. In some departments major curriculum revisions have been effected. In others, improved facilities have resulted. Almost all departments have bene-

fited from staff additions, some through an increase in the number of full time instructors, some from additional laboratory assistants, and others from improved secretarial and technician services.

President Stratton's general policy of considering the Ph.D. degree an important qualification for permanent appointment to the faculty has produced a dramatic change on this score in the Natural Science Division. With the exception of the Department of Home Economics, which was dropped from the curriculum several years ago, the Division is composed of the same departments today as in 1943 when Dr. Stratton took office. At that time the departments of Biology, Chemistry, Geology-Geography, Mathematics and Physics had a total of 16 faculty members, seven of whom held the Ph.D. Today those same departments have 19 instructors, 17 of whom hold the doctoral degree with 15 of these being the Ph.D. The Departments of Physical Education for men and women today have six and three instructors, respectively as compared with three and two twenty years ago.

Since 1943 many facilities have been improved or modernized for departments in the Division. The outstanding achievement has been construction of the Memorial Field House in 1949 through the generous support of the Alumni in the first major fund raising campaign of President Stratton's administration. Development of the Snow Bowl and construction of the Neil Starr Lodge this winter lead many to consider this to be the finest intercollegiate ski facility in the Nation. Another fine facility will be available later this year when construction of the swimming pool is completed. This new construction, used coeducationally in many instances, has enabled both the men's and women's Physical Education Departments to improve and expand their programs.

Space does not permit complete description of improvements and changes which have occurred in each department but some of the more significant are as follows:

Biology—Faculty increased from three to four plus the addition of two full time assistants; Introduction of the course, Principles of Ecology; Construction of greenhouse and separate animal room; Conversion of laboratory space into a facility for work using radioactive materials; Reduction of laboratory time from 6 hours to 3 hours in all but three courses.

Chemistry—Completely revised curriculum introduced September 1962, a full description of which will appear in a future issue of Your Family and Middlebury; Construction of vault for storage of chemicals; Installation of sprinkler system and escapes for fire protection; Modernization of ventilation and exhaust systems; Exclusive services of full time technician who also serves as stockroom manager.

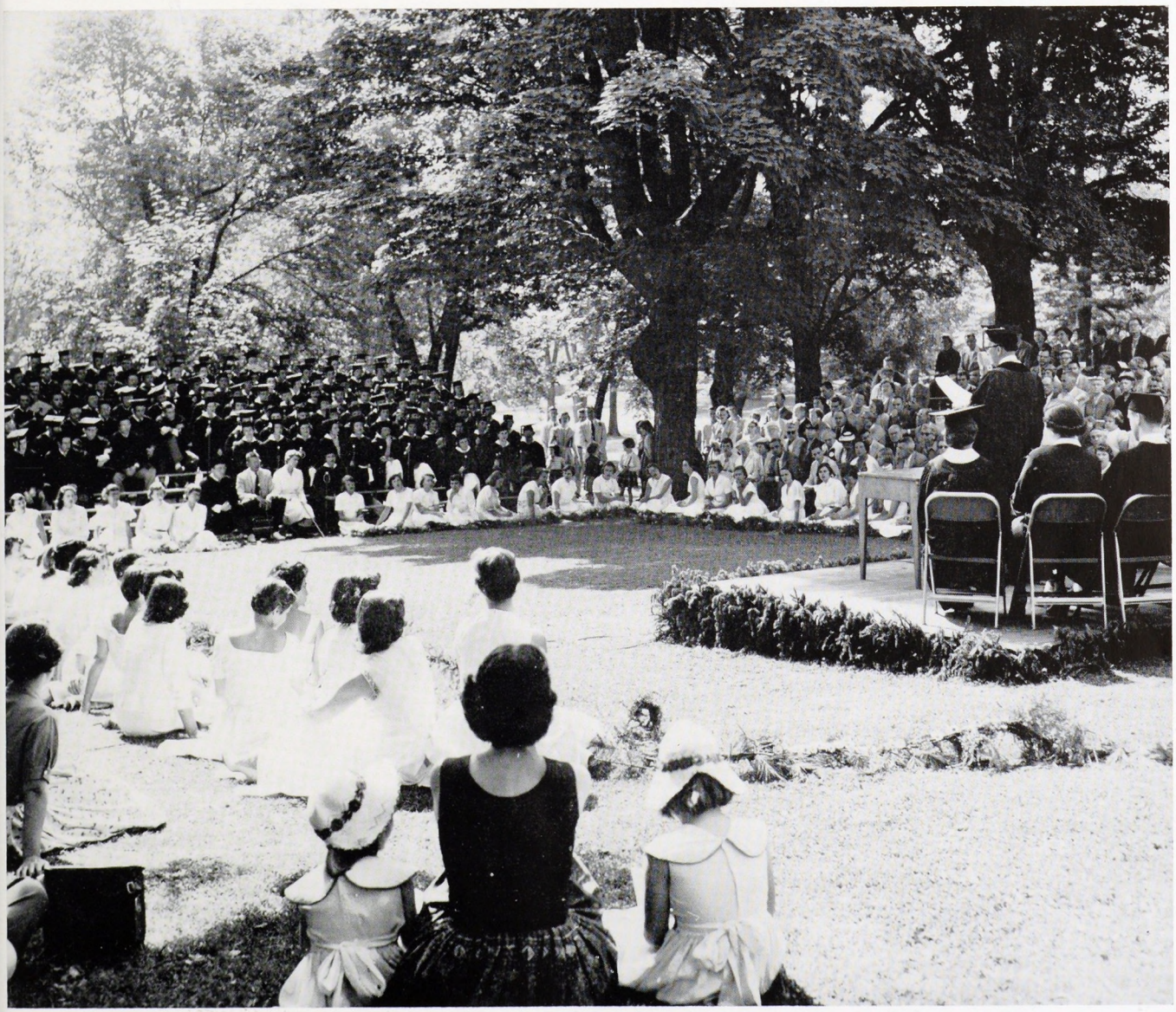
Geology and Geography—Faculty increased from three to four; Introductory courses in both fields have been opened to freshmen and the beginning course in Geography satisfies the group B (Social Science) requirement; Marked increase in total enrollment and in number of Geography majors; Curriculum in both fields revised; Drafting and meteorology courses dropped; Geology still housed in Warner Science, but Geography moved to Recitation Hall in 1962, sharing space there with the Department of Psychology.

Mathematics—Curriculum strengthened by a combination of advancing some courses to higher levels and introduction of others which are new; Advanced Calculus was the first new offering during the period and Linear Algebra was introduced three years ago; Other advanced topics included in the Independent Study work; More details concerning the Mathematics curriculum are contained on page 17 of this issue of Your Family and Middlebury.

Physical Education (Men)—Staff increased from three to six; Coaches advanced to Faculty rank; Principal features of today's program consist of intercollegiate and intramural athletics plus required P. E. for freshmen and sophomores; Major discontinued; Construction of Memorial Field House, Snow Bowl, swimming pool, indoor ice rink, playing fields.

Physical Education (Women)—Staff increased from two to three; Instruction emphasizes two year basic program required of first and second year students; Major discontinued; McCullough gym now primarily a facility for women.

Physics—Staff increased by one full time assistant; Reintroduction of Electronics (as a 50 course) two years ago; Introduction of freshman Physics last year, for non-science majors; Addition of laboratory work in Modern Physics; Full time technician serves Physics and other departments housed in Warner Science. END



William J. Slator
Editor, *Addison County Independent*

Town and Gown

One of the finest achievements of the people of Middlebury has been the creation and nurture of Middlebury College. No investment they have ever made has yielded more or greater dividends than the investment of substance and affection for the College.

In 1797 a subscription list headed by Gamaliel Painter was passed among the inhabitants of Middlebury and over four thousand dollars was pledged for the construction of a building to start a college. In 1800 the inhabitants of the Village, determined to press the matter of granting a charter for a college, arranged for the Vermont Legislature to hold a session in Middlebury. Members of the Legislature had an opportunity to examine the building which was proposed to be turned into a college and to note the students preparing for college in anticipation of the granting of a charter. These evidences of activity by the people of Middlebury made a favorable impression on the members of the Legislature and on Nov. 1, 1800 the act of incorporation was passed and the charter signed by Governor Isaac Tichenor.

For more than a century and a half Middlebury townspeople have been proud of the accomplishments of their college.

It was an accepted way of life in Addison County for many years for a boy (or girl) to go through graded school and high school, and continue on to Middlebury College for his higher education.

Then came the impact of World War II and the beginning of the administration of President Samuel S. Stratton in 1943. With the end of the war the College started to grow and has expanded from a pre-war student enrollment of 780 to about 1300 students and is heading for a modest increase in enrollment in the next few years. In this expansion the relative percentage of Vermonters decreased as sons and daughters of the Green Mountain State traveled to other colleges in the nation in the interest of broadening their educational outlook. Today the Middlebury student body represents a wide range of states and foreign countries with Vermont standing in fifth place in the enrollment. Vermonters continue to be given a priority for admissions in keeping with a tradition of several decades.

The large number of Alumni and Alumnae of the College residing in Middlebury have without a question contributed much to the amicable town and gown relationship. At the same time, the steady growth of the College, students, Faculty, administrative staff and physical plant has played a substantial part in the correlative growth of the community, Greater Middlebury, as it were.

There have been instances during the post-war years when tempers flared and tensions soared, due mainly to some isolated undergraduate activities, but in general the combined College and Town denizens have constituted a happy Middlebury family. Unquestionably, President Stratton's administration has been an important factor in the growth of the College and the community in which it is located. Its academic prestige has risen through the efforts and accomplishments of an excellent faculty and their improved facilities while the national public image of Middlebury has been enhanced with the development of its winter sports program.

While it has always been a moot point as to how much of an economic impact student spending has made on the community, there is no doubt but that the increase in Faculty members and their higher salaries; larger enrollment in Middlebury's famous summer language schools; development of the Snow Bowl into a first class skiing area; all have been vital factors in the community's economic growth.

Faculty and staff members reside throughout the area adjacent to the College campus, their children attend our public schools and they and their families play an important part in many diversified community activities. Some, by virtue of their leadership and interest, have long been highly respected for their valuable public services as Trustees of the Village, school directors, leaders of fund drives, churchmen, etc.

College and town life are so intertwined that it is difficult to find the demarcation. The College controls about one third of the village property area, and in the past two decades, while its endowment funds were increasing by more than six million dollars, many substantial structures have been added to the physical plant of the campus. The operating budget has increased some eight-fold, substantial evidence of President Stratton's promise of early 1943 to strive to improve the educational facilities and strengthen the College's ability to provide the best in higher learning.

The Middlebury community has lost its rural aspects and taken on a more sophisticated atmosphere, inevitable because of the intermingling of college and town personnel in private homes, business and public activities. While the normal student body may have infrequent contact with the community during the winter months, the summer Language Schools students literally take over the Village each summer, some returning for so many years that lasting friendships have been formed with year-around residents.

Much of the social life of the community, too, is reflected in the audiences at college affairs, drama, concerts, lectures and chapel services, as well as all the sports events and recreational skiing in the Snow Bowl.

During my sixteen years as Editor and Publisher of the *Addison County Independent* I have been impressed by the contribution many members of the faculty and staff have made to the growth of a good public relations aura about the College. Older residents love to recall the days of Paul D. Moody and John Thomas but we have been able to witness the new era which began with the advent of President Stratton and the steady growth in all fields achieved under his leadership.

Truly, Town and Gown complement each other and the majority of residents, many of whom were drawn here by the College in the first place, rejoice that college life is so close and dear to them, not only nine months a year, but all twelve. END

The author as Editor and Publisher of the *Addison County Independent* continues the important role played by the "local editor" in Middlebury for nearly two centuries. The *Independent* replaced the *Middlebury Register* in 1946 and has grown with Middlebury. Today it has a paid circulation in excess of 4,000 copies and is rated one of the outstanding weeklies in New England.

Honoring Mrs. Samuel S. Stratton

ELIZABETH B. KELLY
Dean of Women

FOR the past twenty years Marjorie Stratton has been the dedicated first lady of Middlebury College. She has contributed to the happiness of the members of the College family and the community far beyond the call of duty of the wife of the President of the College.

We pay tribute to Mrs. Stratton, the friendly and gracious hostess, who warmly welcomes in the garden of her home the freshmen when college opens in September, and later in the fall entertains Alumni sons and daughters at a tea; who annually holds a party for the married students and their wives; in whose home the theatre group is entertained after a play, and where visiting speakers often stay; and who with the President greets and extends best wishes to the graduating seniors, parents, and Alumni in the garden at Commencement time.

As a member of the College Decoration Committee she has spent many long hours on the selection of the colors and the furnishings in the buildings of the College, which reflect her good taste.

She has always been vitally interested in the joys and problems of every faculty and staff family—always willing to lend a sympathetic ear or to give good advice. In the past twenty years, she has never been too busy to listen.

Her activities have not been limited to the campus. Mrs. Stratton has travelled many miles throughout the country accompanying the President to meet with Alumni. The local hospital and the Community House have had the benefit of her loyal support. She has been very active in the League of Women Voters and the Garden Club—just to name a few organizations.

Marjorie Stratton is a warm, generous, understanding, loyal friend to all who know her. It is with great appreciation that we recognize the significant contributions which she has made to the College and the Community. END

PROFESSOR BALLOU, HEAD OF THE MATHEMATICS DEPARTMENT

IS INTERVIEWED BY
YOUR FAMILY AND MIDDLEBURY ON . . .

DEVELOPMENTS IN MATHEMATICS

Q. It seems as though we have read and heard much more about mathematics and mathematical programs in the last few years than we used to. Is this because of the use of mathematics in the space effort or have things been happening in mathematics itself that would account for this?

A. Certainly mathematics is extremely important for the space effort because of its widespread use in science and engineering, but because of what has been happening in mathematics itself you would, undoubtedly, have been reading and hearing more about it even if there were no space projects.

Q. What, then, are some of the things that have been happening in mathematics?

A. First of all, there has been a tremendous expansion in the new mathematics that is being constantly developed. This work, however, is mainly at advanced levels and is known and followed only by the specialists in the various fields. Mathematics has come into the public eye and print largely because of the efforts of various mathematical organizations in the last decade to revitalize and modernize the teaching and content of mathematics, first at the secondary school and now, also, at the elementary school level.

Q. What are the kind of changes that these mathematical organizations have been advocating? Has mathematics itself changed?

A. In one sense, of course, mathematics does not change. The mathematical results of Euclid's *Elements* are as valid today as they were 2200 years ago. The theorems of mathematics do not become obsolete, as the theories of science may do when new discoveries force changes in previously held views. But in this century, and particularly in this generation, there has been a shift in the approach to much of mathematics and it is this, together with some of the elementary aspects of the new mathematics of the last century, that is affecting the content and the teaching of mathematics in the schools.

Q. What are the results of these changes in the elementary and secondary schools?

A. The results, we all hope, are a better understanding of both the facts and the methods of mathematics. The recommended programs have attempted to get away from the formal rote learning all too common in the past and to replace it with better understanding of mathematical operations and of mathematical structure. One consequence has been that while parents ten years ago may have had trouble helping Johnny with his algebra, they now may not even recognize some of the mathematics Johnny is doing. But if Johnny himself understands it better, it is a real gain.

Q. Is this change in approach and content the only things that have been happening in the schools?

A. There has also been another very important change in that more and more mathematics, in the sense of more and more advanced topics, is being taught in the secondary schools. As many of your readers will know, courses in analytic geometry and calculus are now available in many schools. As late as the first decade of this century these were the most advanced mathematical topics taught at Middlebury College, and Middlebury was no exception. We might say that within a lifetime there has been a three or four year advance or speed-up in the learning of mathematics.

Q. Is it because of these advances and changes in the secondary schools that Middlebury's program has been largely affected?

A. Partly, of course, yes. Five years ago we revised our freshman course to try to take advantage of the better and more advanced preparation that our students are now getting before they come to us. Middlebury was also in the group of colleges that developed the Advanced Placement Program, and we have always been very glad to let freshmen enter our sophomore course directly if their preparation qualifies them for this more advanced work.

Q. If your freshman course has been affected, has it also made a difference with your upper class work?

A. Yes, indeed. Our differential equations course, which some Alumni may have taken as seniors, is now

given in the first semester of the junior year. Three years ago we were also able to add an entirely new offering, a junior course in Linear Algebra, an increasingly important area of modern mathematics. Furthermore, because of the ever growing importance and uses of statistics, we now offer at least a semester of the statistics course every year instead of every other year.

Q. Do you see this sort of advance in courses continuing in the future?

A. Yes, we do. At the present time we are trying to take care of the more advanced interests of our students through individual "50-course" work. This last semester Mr. Bielli was working with Robert K. Wright, '63, in a second semester of Topology. This semester Bob is continuing with Dr. Peterson and has been joined by Howard L. Canaan, '64, in studying Algebraic and Topological Groups, and I am working with Arthur L. Wollman, '63, in the fundamentals of computers. As our students are prepared for and wish work in further fields such as these, we shall need to give them opportunity either in individual 50-work and Honors projects or in additional courses.

Q. What is the difference between the 50-work that you mention and the Honors projects?

A. The 50-work is the equivalent of a course, but is done independently by the student on an individual basis. The Honors Program is one in which a student chooses a special project in his major field to work on through the year. His findings are presented in an Honors Thesis, which is defended orally in May before members of his Department and at least one outside examiner. For successfully completing the project and passing the examination, the student receives Departmental Honors at Commencement.

Q. You spoke of "Topology" and "Groups" as mathematical topics. These terms do not mean much to me, I am afraid, but we have heard a great deal about computers. Are they producing important changes in mathematics?

A. I did not really expect that those terms would mean much to you, but we labor under the handicap, of course, that mathematics has a language all its own, and only for those who have studied the language, extensively and sometimes laboriously, do the terms have much meaning. But as to the computers, they are producing no more changes in mathematics than they are in many other fields. The study and development of computers is really a separate discipline in itself.

Q. But computers do computations and aren't computations mathematics?

A. Only in a very limited sense would we say that computations are mathematics. The chances are that most of the other people at the bridge table are able to add up the score more quickly than the mathematician. But it is true that the mathematics used in science and engineering is often used in computational ways and mathematics does provide the tool for obtaining computational results.

Q. Should the College have a computer?

A. We feel that the computer represents a technology that is revolutionizing our society and that our undergraduates should be given a chance to become familiar with various aspects of it. At present we are fortunate in being permitted to use the IBM 7090 at M.I.T. under the New England Colleges and Universities Cooperative Program. We also hope to be able to make some use of the IBM 1620 at the University of Vermont, as a somewhat nearer installation than the one in Cambridge, Massachusetts. But it would be much better to have one on the campus.

Q. Will Middlebury have a computer soon?

A. We don't know how soon, but acquisition of a computer has a priority in the College's Development Program.

Q. Then these changes in your freshman and upper class work are the ways in which mathematics at Middlebury is responding to changes in the mathematical world?

A. Yes, though there is also another area of change that we have seriously under consideration. Middlebury College has always been proud of the part it has taken in providing teachers for our schools. Those who wish to teach mathematics at the secondary level usually go through college as mathematics majors and take our regular major program. Those entering elementary school teaching, if not our majors, need a deeper understanding of the properties of the number system and of the structure of algebra and geometry than is provided by our regular freshman course in the calculus. If Middlebury continues to prepare teachers for elementary school work, we should be offering such students a course in mathematics suited to their needs.

Q. As a final question, what do you find your majors doing after graduation; do they readily find positions where they use their mathematics?

A. As a department in a liberal arts college, we do not, of course, expect all our majors to become professional mathematicians. But for those who do wish to use their mathematics, industry has many opportunities for our graduates. And there are always some who wish to pursue mathematics further in graduate school. Hence we find our majors doing many *(Please turn to back cover)*

DOUGLAS S. BEERS, *Professor of English*

RUSSELL G. SHOLES, *Professor of Sociology*

Middlebury's Long-Time Faculty Retire

A COLLEGE owes its excellence to the quality and enthusiasm of its faculty. It is the faculty that determines whether a college lives or dies, whether it is excellent, mediocre or poor, whether it succeeds or fails in the task it has appointed for itself. Such responsibility accrues to a faculty because the faculty in its collective personal life has the greatest stake in the future of a college.

A faculty must be imbued with a love of learning. Hand in hand with love of learning, enthusiasm for subject matter makes teaching an exciting adventure. When teaching is exciting and each day brings more eager anticipation than the preceding, we are assured that the teaching function of the College is in good hands.

Another important faculty responsibility, traditionally a part of the small college atmosphere, is the personal concern that faculty show for students. Be it a willingness to listen to problems of all sorts, or a willingness to spend hours well beyond the call of duty to special tutoring, student activities and counselling, all these are manifestations of a very important factor at Middlebury—concern for students.

Through the years Middlebury College has had every reason to be proud of a competent faculty, loyal to the College and respected by the student body at large.

Two such faculty members are Professor Douglas S. Beers and Professor Russell G. Sholes. Both will retire in June. Professor Beers had been a member of the faculty for thirty-eight years and Professor Sholes for the past thirty-six years.

IN 1925 Douglas Stowe Beers joined the Middlebury College faculty as an instructor in English. A native of Stratford, Connecticut, he came to Middlebury from Yale University where he had just completed the work on his Ph.D. He also received his other degrees from Yale. In 1928 he was appointed Professor of English and became head of the English Department; his abilities as a teacher were such that in 1952 he was named Hudson Professor of English Literature. For the past twenty-three years, Dr. Beers has been Chairman of the Division of the Humanities.

RUSSELL GEORGE SHOLES, Professor and Chairman of the Department of Sociology has been a member of the Middlebury faculty since 1927. He is a graduate of Washington University of St. Louis and did graduate study at the Universities of Minnesota, Illinois and Chicago. Prior to coming to Middlebury, Professor Sholes served as a teacher, school principal, and psychologist for the Child Guidance Clinic, Department of Public Welfare, St. Louis, and the New York State Prison Commission Survey. In 1936 he was appointed a full professor and became head of the Sociology Department. He has served on several State of Vermont Advisory boards and is currently a member of a group assisting the Vermont Board of Institutions.

1963 Commencement Program

Friday, June 7	2:00–10:00 p. m.	Registration, Alumni Center
	6:30 p. m.	Buffet Supper, Bread Loaf Inn
	8:30 p. m.	Lecture—Transitions in Art, Arthur K. D. Healy, Professor of Fine Arts, Little Theatre, Bread Loaf
Saturday, June 8	8:30 a. m.–12:30 p. m.	Registration, Alumni Center
	9:00 a. m.–11:30 a. m.	Alumni Coffee Hour, Alumni Center
	9:30 a. m.	Class Day Ceremonies, Lower Campus
	10:30 a. m.	Alumnae Association Meeting, Proctor Lounge
	10:30 a. m.	Alumni Association Meeting, Stewart Hall
	12:15 p. m.	Commencement Luncheon, Memorial Field House
	2:15 p. m.	Choir Concert, Mead Chapel
	4:00 p. m.	Reception honoring President and Mrs. Stratton, 3 South St.
	6:00 p. m.	Class Reunion Dinners
	8:30 p. m.	Commencement Play *Look Homeward Angel* by Ketti Frings, Wright Memorial Theatre
Sunday, June 9	10:45 a. m.	Baccalaureate Service, Mead Chapel
	12:30 p. m.	Phi Beta Kappa Dinner, Middlebury Inn
	7:00 p. m.	Cane Ceremony, Forest Hall Arcade
	8:30 p. m.	Commencement Play *Look Homeward Angel* by Ketti Frings, Wright Memorial Theatre
Monday, June 10	10:15 a. m.	Commencement Procession, Memorial Field House
	10:30 a. m.	Commencement Exercises, Memorial Field House

DEVELOPMENTS IN MATHEMATICS

(*Continued from page* 18)

different things. For instance, as we last heard from them in the fall, our graduates of last June were occupied as follows: a Fulbright appointment in mathematics and astronomy in Germany, a Junior-High teacher of mathematics, two programmers at Educational Testing Service, one with General Electric, one with Stone and Webster, one with United Aircraft, graduate students at Brown and Lehigh Universities, two teacher-scholars in the Harvard program for a Master of Arts in Teaching, and one an officer candidate for the Navy. Furthermore, though there was none in this group, we often have some who enter actuarial work with insurance companies and others who go into government work, such as that provided by the Naval Research Laboratory or the National Security Agency. Thus many, varied fields are open to our mathematics majors today.

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